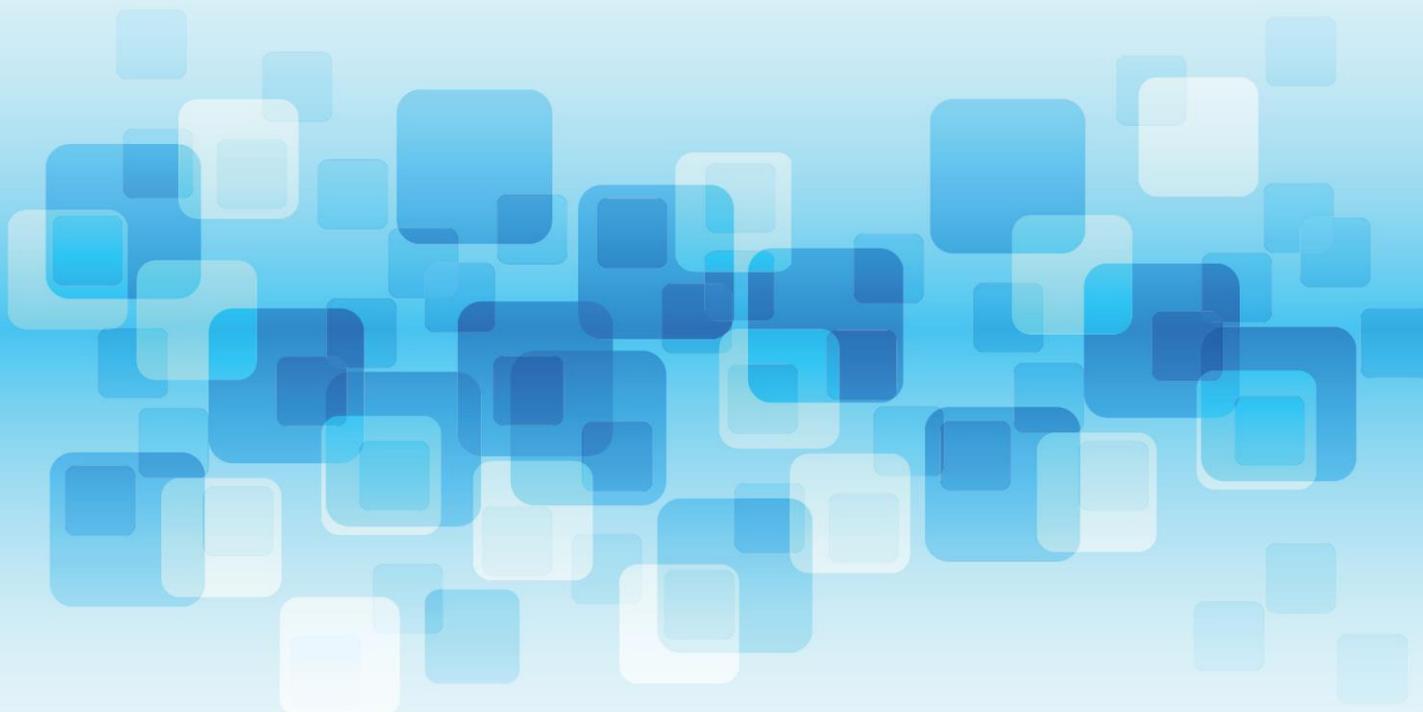




School Improvement Unit Report

Proserpine State High School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Proserpine State High School from 19 to 21 August 2015. It provides an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	Ruge Street, Proserpine
Education region:	North Queensland
The school opened in:	1963
Year levels:	Year 7 to Year 12
Current school enrolment:	963
Indigenous enrolments:	8.2 per cent
Students with disability enrolments:	5.2 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	963
Year principal appointed:	Semester 2, 2012
Number of teachers:	77
Nearby schools:	Cannonvale State School, Proserpine State School
Significant community partnerships:	Wilmar Work Exchange, Whitsunday Gold, Assisting Others, Brahmans Academy, Eco Barge
Unique school programs:	Trade Training Centre (TAFE), Brick and Block Laying Course, Primary science enrichment program, GAVEL, Agribusiness



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal
 - Two Deputy Principals
 - Eight Heads of Department (HOD) and Head of Special Education Services (HOSES)
 - Business Services Manager (BSM), administration staff, cleaners and tuckshop workers
 - Guidance Officer (GO), Student Services Team and three Year Level Coordinators
 - Master Teacher and Support Teacher Literacy and Numeracy (STLaN)
 - Parents and Citizens' Association (P&C) president, vice president and several parents
 - Principals of Proserpine State School, Cannonvale State School
 - Student leaders and other students across various year levels
 - 40 teachers and teacher-aides
 - Industry Liaison Officer and community partners
 - Whitsunday Regional Council representative

1.4 Review team

Leon Proud	Internal Reviewer, SIU (review chair)
Trevor Gordon	External Reviewer
Ian Boon	Peer Reviewer



2. Executive summary

2.1 Key findings

- The school is held in very high regard by parents and the wider community.

The community is supportive of the school's policies and procedures, high behaviour and uniform standards and high expectations for academic success.

- The school leadership team has developed and is driving an explicit and detailed local school improvement agenda.

School leaders are united, committed to and explicit about their objective to provide every student with opportunities to achieve successful learning outcomes. The school improvement agenda has focused the whole school's attention on core learning priorities.

- School leaders place a high priority on maintaining caring and positive relationships between staff, students and parents.

Respectful relationships were identified by members of the school community as one of the great strengths of Proserpine State High School. A strong commitment by all staff to support student wellbeing is very evident. Students are aware of this support and speak very positively about the teachers and support staff. A collegial culture is evident amongst teachers, who provide professional and personal support for each other through informal interactions and partnerships.

- There is a strong strategic alignment between the allocation of resources (financial and human) and the explicit improvement agenda.

In further supporting teaching and learning, a realignment of the principal and deputy principal roles has occurred in 2015. Additional resourcing to support a full-time Master Teacher, the newly allocated Head of Department position being assigned the Teaching and Learning portfolio, extensive professional development opportunities and access to external professional partners has occurred this year.

- The school has established a peer observation and feedback model which has levels of feedback in post observation discussions.

The observations are aligned to the pedagogical model. School focus areas are communicated to staff as a priority during the peer observation and feedback in addition to the staff determined focus areas. The effectiveness of peer coaching in terms of building a school-wide, self-reflective culture focused on improved classroom teaching appears to depend on the style and quality of feedback.



- An overarching whole school curriculum plan has been developed, supported by subject based curriculum documents which provide clarity about how teachers should teach and students should learn.

There is evidence of strong curriculum knowledge within each of the subject areas but there is limited evidence of cross subject area and whole of school curriculum discussions.

- Teachers are expected to use class dashboard data and/or the school developed *Differentiation Using Data* (DUD) placemat to tailor their teaching to students' needs and abilities.

The majority of teachers are using the placemat and there is strong evidence that teachers have excellent knowledge regarding the learning skills of their students. Teachers report that these tools are very useful to help them identify the learning needs of their students and to document adjustments to pedagogy to cater for differences within the classroom. However, the successful implementation of these strategies continues to be a significant challenge for many teachers. In the junior school, high performing students express concern that they have limited access to extension work.

- School leaders are committed to continuous improvement in teaching practices throughout the school.

The whole school pedagogical model is framed on the Dimensions of Teaching and Learning (DoTL) using the *Gradual Release of Responsibility* explicit teaching model and High Impact Teaching micro skills. There is evidence of a high commitment by all teachers to the implementation of this model.



2.2 Key improvement strategies

- Remain committed to the explicit improvement agenda and consolidate and embed the changes implemented over the past two years.
- Enhance the quality and consistency of feedback in the peer coaching process with the aim of ensuring that teachers self-reflect and develop more effective teaching practices.
- Develop a process whereby subject area curriculum leaders share their specific curriculum knowledge as a means of learning from each other to establish increased knowledge and expertise in whole-school.
- Further develop the capacity of staff to deliver differentiated teaching and learning through ongoing professional development and sharing of the excellent practices currently embedded in some classrooms. Develop and implement differentiated teaching strategies and learning experiences for high performing students.
- Further develop staff knowledge of the pedagogical model and provide greater clarity about what phase of the pedagogical model teachers need to be focused on.